

Student-created Visual Texts - Awesome

Workshop outline

Section One – Some ideas and discussion:

- What visual texts are we talking about here?
- Why visual texts anyway?
- Key issues around student-created visual texts
- Fitting them into programmes

Section Two – Begin designing some student tasks

Considerations around using electronic tools built in as we go!

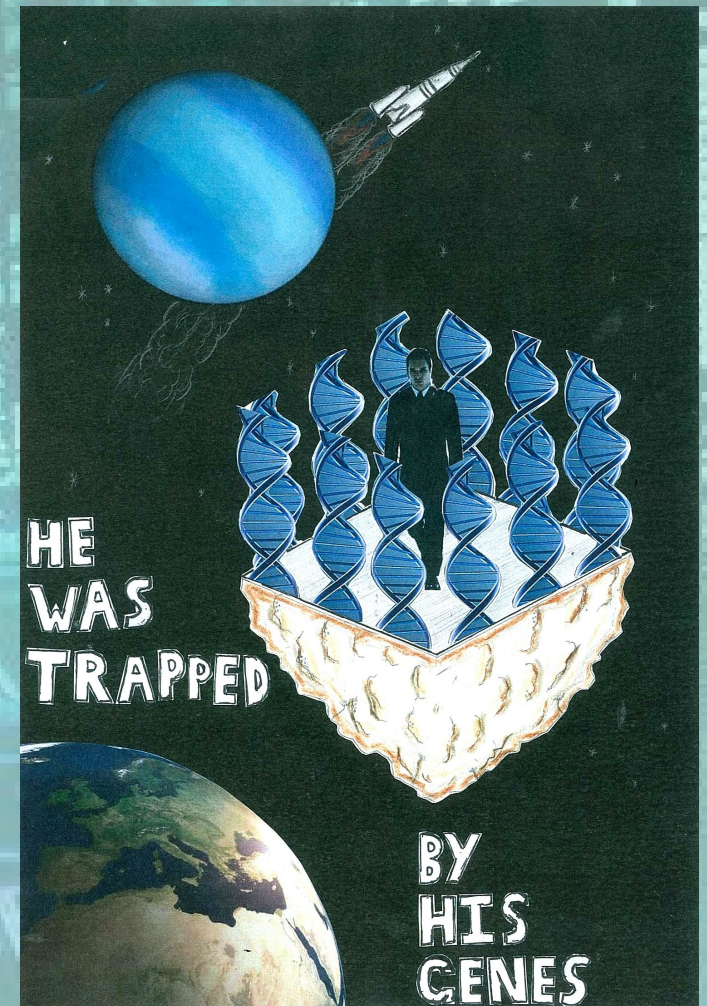
What visual texts?

Discuss:

What visual texts have your students created in the past?

What ideas have the students been presenting in these texts?

What was the purpose(s) of students creating these texts?



What visual texts?

What kinds of static texts and how sophisticated?

Literature informative

- static image / poster
- theme-based

Propaganda texts

Non fiction and informative

- poster boards and posters
- brochures

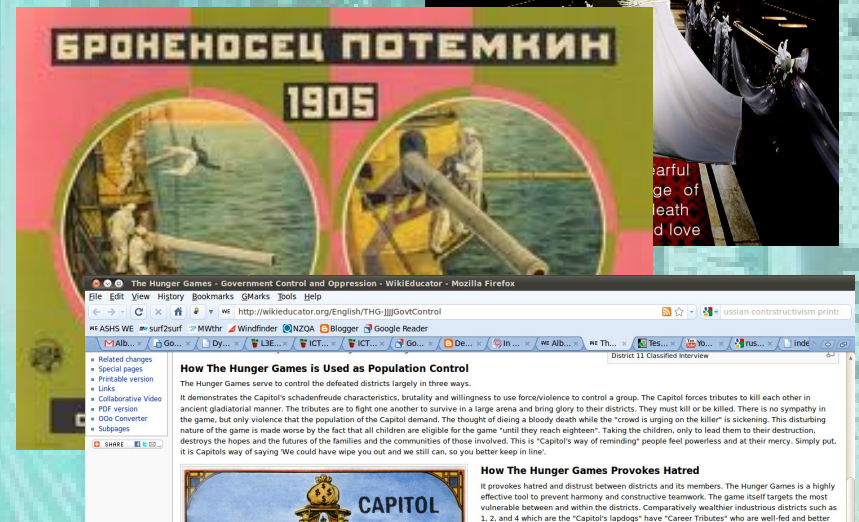
Wiki pages

- integrating written
- and visual
- diagrams

Graphic novels

Web pages

Read script with visuals.



What visual texts?

What kinds of moving texts and how sophisticated?

Film trailers and posters

- fan-made trailers on existing texts
- taster/trailers for texts on a theme

Short films

- based on other texts
- use of written here too

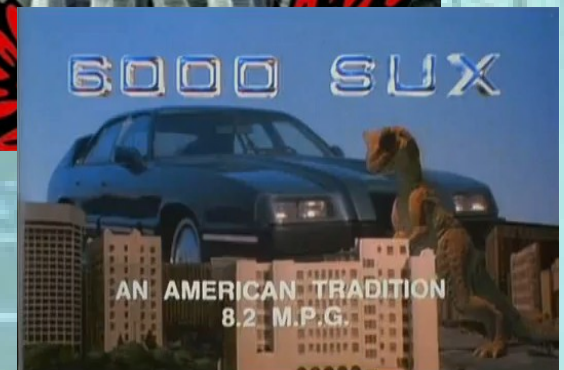
Advertisements

- static and moving
- fictional, based on other texts

Documentaries

- non-fiction
- fictional, based on other texts
- English themes, research etc.

Music videos and 'tribute' / narrative texts?



Why visual texts?

Discuss

Why is it important for students to learn about visual language?

What can students learn from creating these texts?

How can student-created visual texts be assessed and for what purpose?

What criteria should be used for measuring these assessments?



Why visual texts?

Modern world and all that.

Skills to decode and utilise this visual language

Proliferation of integrated texts

To communicate student's own ideas

- in an appropriate style (fit for audience and purpose)
- fits really well in themed courses – students can articulate theme understandings visually.
- engagement and acknowledgement of visual skills
- collaboratively and individually



Why visual texts?

Text study source texts and other source texts - deepening learning

- sometimes better than straight written and/or verbal

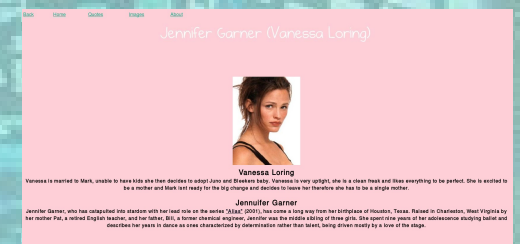
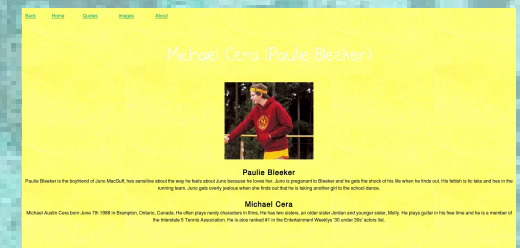
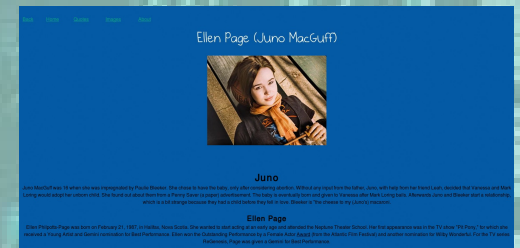
- a chance to articulate learning in a different style (from exams, gah!)

- further developing text understanding *while* creating own texts.

- integrated texts and access to big concepts

- music and soundscapes in texts - cool recreation of mood and tone!

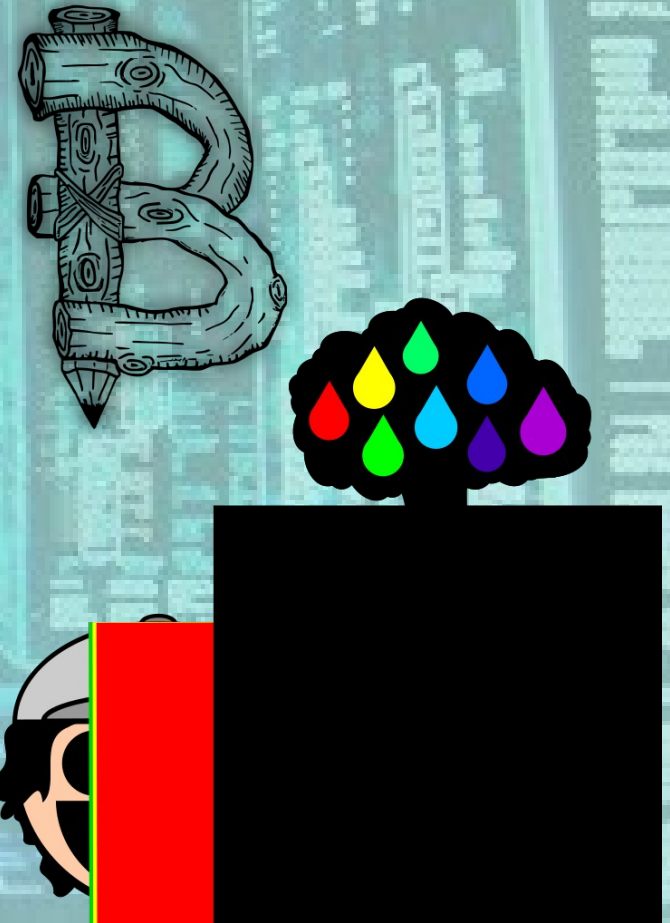
- excellent links with other standards / units of work.



Why visual texts?

Skills with tools

- chance to utilise pre-existing tools skills
- further develop skills with tools
- opportunities to link with other subjects
- students teaching tools skills – link this in with language effects, authentic goodness.
- students utilising differing skills within groups.
- develop understanding of capabilities of tools – students making smart choices.
- nerds might get to do something cool in English apart from making the data projector and audio work.



Resourcing issues

Access to technology

- school resources
- student resources

Access to software tools

- ICT support
- licensing costs of some tools

Preparation of tools

- hardware (non-computer)
- easily accessible and usable



Friendship

Hate

Loneliness

Dreams
shattered
for people's
entertainment.

Expertise issues

Teachers don't need all the skills. Give students advised options around tools

Students teaching each other and teachers

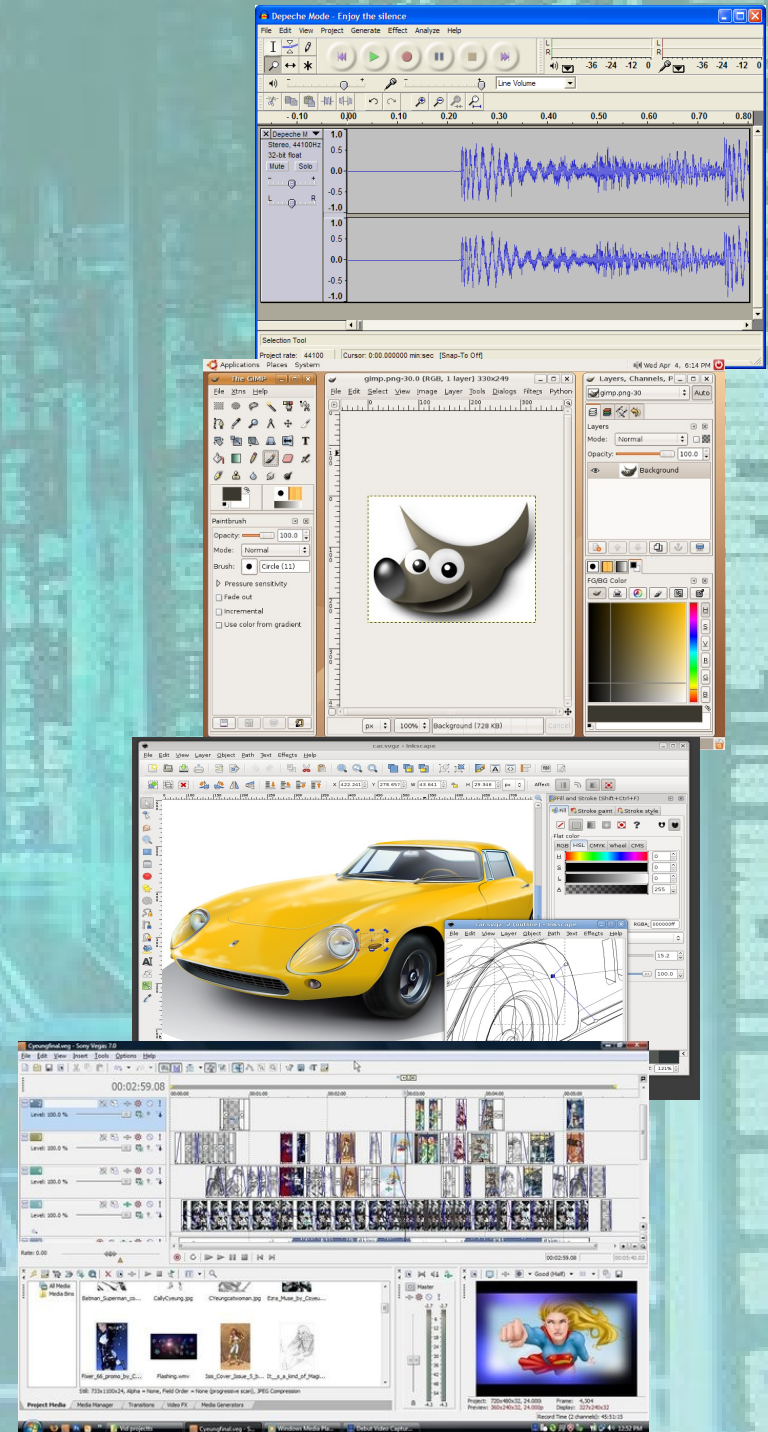
Teacher skills in visual language are central – tools skills are secondary

Giving feedback on effectiveness of tool capabilities
doesn't require actual expertise in the tool

Collaborative work

Teachers collaborating with skills – within schools and across schools

Mix electronic and hard material tools – students: which is best?



Other issues

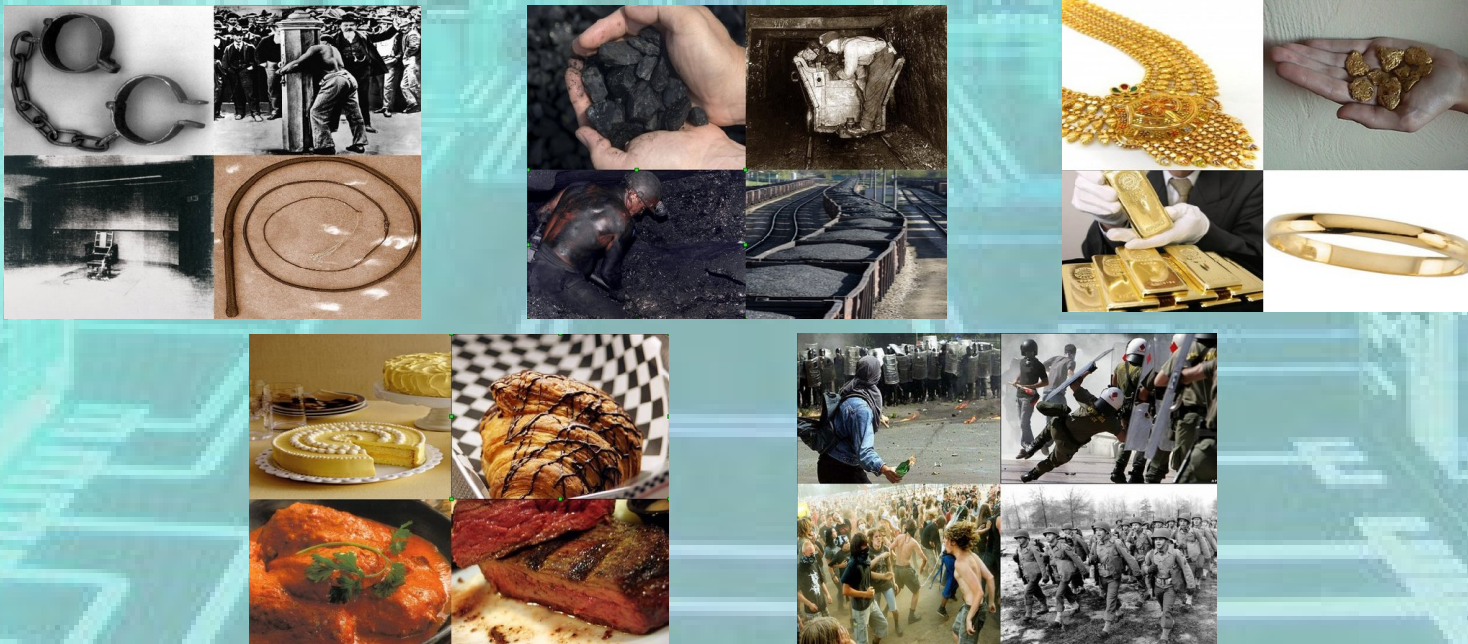
Hard to fit into pre-existing senior programmes?

Surveying students

Provide choices around

- source ideas for texts
- text styles
- tools

Copyright and remixing, reusing etc.



Other issues

Discuss

What resource issues do you and your students face with the creation of visual texts?

What expertise do you and your students have around tools?

How can this expertise be utilised the most effectively?

How can we collaborate on skills and resource development?

What issues do you face with your programmes, considering student voice and providing choices?



Fitting visual text creation into programmes

Look for synergy/links between visual texts and content and standards

Senior NCEA courses – level 1 and new level 2 and 3 standards.

Junior courses

- preparation for different styles of visual texts
- potential for sophisticated ideas and expression

As part of a wider text/theme study.

Awesome chance for formative feedback

- overly simplistic texts = feedback for teacher and student on understandings.

Fitting visual text creation into programmes

Decide on a big concept(s) focus that fits your programme.

After introductory short texts to practice analysis – use as source texts.

After film or novel study later in year for maximum permeation of ideas.

Before film study to prime students for visual language study, issues and text styles.

Crossover with unfamiliar texts standards.

As homework tasks.

Feedback from 2009 and 2010 students at ASHS indicated it deepend their learning around texts.

Getting data around big concept learning? Hmmm.

Final things to keep in mind...

Visual text creation doesn't have to be separated from other assessments in all kinds of courses - integration is the key.

Focusing on big concepts *across* language strands / units.

Decide on a big concept focus

- link concept with how it works in other types of language.
- get this into pre-work
- and planning
- and feedback and criteria.

Increased need for sophisticated (ideas and structure AND language features criteria - *sustain, integrate, coherently, controller and fluent, create effects and command attention*)

- texts
- and tools

with new level 2 and 3 standards

This relates to sophistication/capability of tools AND student thinking and understanding.

First consider ideas and audience THEN select the best tool(s).